

Arizona Theatre Standards

Theatre Rationale

*Theatre is an art of synthesis.

*Theatre allows students in a collaborative and individual manner to explore varied cultural experiences and universal themes of humankind within a safe context.

*Students develop theatre literacy in learning to see the created world of theatre through the eyes of the playwright, actor, designer and director.

*Students develop skills to understand dramatic structure which is fundamental to the literacy of all great world literature.

*Students develop a deeper understanding of personal issues and a broader world view that includes global concerns by using the dramatic process (creating, performing, analyzing) and critiquing the various stages of dramatic works.

*Theatre provides for a student's self-discovery, self definition and self-esteem.

The goal of the committee was to restructure the original standards so that they were organized in such a way as to accommodate the varied entry points of students into the discipline. Hence, the standards are not organized by grade level. District curriculums will provide an opportunity for students to fulfill beginning through advanced performance objectives by the 12th grade. The committee structured the standards in a way so that any grade level/content area could pursue a goal of proficiency for their students. The idea being that a student in the fourth grade could reach a level of

proficiency in acting appropriate to their grade level, while a student in the ninth grade could reach proficiency in acting appropriate to their grade level. Additionally, theatre standards are written and organized in a way that both theatre and non-theatre educators can access integrate and utilize them in a variety of instructional settings.

These are standards and not curriculum.

For example:

This is a standard.

Strand: Create

Concept: Acting

Level: Intermediate

PO1. Collaborate to create a scenario/script

This is curriculum that your district might create to attend to the standard.

Collaborate to create a scene using mime techniques.

The understanding of the theatre standards by the committee looks like this:

Beginning = Foundation Skills

Intermediate = Essential Skills

Advanced = Proficiency

Distinction = Honors

Arizona Theatre Standards

Theatre Strands and Concepts

	Strand 1 – Create- The processes and experiences developed that are related to theatre.	Strand 2 – Relate- How the human experience influences and is influenced by theatre.	Strand 3 – Evaluate-- The informal and formal reflection and critical analysis to address and assess the qualities of theatre
Concept 1	Collaboration Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to reach consensus that form theatrical art.		
Concept 2	Acting Acting is the process and art of representing a character in the classroom, on stage or in other media.		
Concept 3	Technical Theatre/Design Theatre technology uses craft skills, knowledge of design, equipment and materials to construct the elements necessary for the visual and aural aspects of production which serve the script and the action.		
Concept 4	Playwriting Playwriting is the process of conceptualizing devising, improvising, developing, writing, and revising original written work for stage and other media.		
Concept 5	Directing Directing is the process of conceptualizing, organizing and leading a collaborative process with the intent of performance.		

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Theatre

Strand 1: Create

Concept 1: Collaboration

Concept Definition: Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to reach consensus to form theatrical art.

Beginning	Intermediate	Advanced	Distinction
PO 101. Demonstrate respect for others' opinions by respectfully listening while ideas are being articulated.	PO201. Collaborate to create a scenario/ script as a team.	PO 301. Collaborate to create a documented script .	PO 401. Originate a collaborative theatrical project.
PO 102. Cooperate in the dramatic process.	PO 202. Collaborate to design and choose the environmental elements for a scenario/ script .	PO 302. Collaborate to design and choose the environmental elements for a scenario/ script .	
PO 103. Demonstrate the ability to collaborate while coming to consensus in the dramatic process.	PO 203. Collaborate and communicate in the rehearsal process.	PO 303. Demonstrate artistic discipline to achieve an ensemble in rehearsal and performance .	
PO 104. Follow established theatre safety rules.	PO 204. Collaborate in informal performances	PO 304. Collaborate in formal performance.	

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Theatre Strand 1: Create Concept 2: Acting

Concept Definition: Acting is the process and art of representing a **character** in the classroom, on **stage** or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Imagine and describe characters , their relationships, what they want and why (e.g. through variations of movement and gesture , vocal pitch, volume and tempo).	PO 201. Work individually to create characters for theatre and/or other media productions. (e.g. for classical , contemporary, realistic, and non-realistic improvisations and scripted plays .)	PO 301. Work individually and in an ensemble to create characters for theatre and/or other media productions. (e.g. for classical , contemporary, realistic, and non-realistic improvisations and scripted plays .)	PO 401 Compare and demonstrate various acting techniques and methods (e.g. stage , on-camera), individually or in an ensemble to create and sustain characters that communicate with audiences in formal and informal theatre , television, film and other electronic media productions.
PO 102. Sustain a scene using appropriate language or movement with the teacher role playing or giving clues (e.g. from literature or students' personal experiences).	PO 202. As a character , play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature and history)	PO 302. Demonstrate the use of observation from nature, society or research as a means to enhance a performance .	PO402. Develop and maintain a portfolio of best personal works that exhibit and reflect growth and knowledge as an actor (e.g. DVD of performances , photographs, resume).
	PO 203. Demonstrate mental and physical attributes required to communicate characters different from themselves (e.g. concentration, sense recall, ability to remember lines and cues, breath and vocal control, body alignment, flexibility, and coordination).	PO 303. Compare and demonstrate various acting techniques and methods (e.g. stage , on-camera, film), individually or in an ensemble, to create and sustain characters that communicate with audiences in formal and informal theatre , film/video, and electronic media productions.	PO403. Develop a repertory of audition selections from classical and contemporary plays .

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Theatre Strand 1: Create Concept 2: Acting, page 2

Concept Definition: Acting is the process and art of representing a character in the classroom, on stage or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 104. Describe or illustrate recalled sensory experiences.	PO 204. Communicate sensory images through movement , vocal, visual, or written expression	PO 304. Use sensory recall as an Actor to portray a production concept in a unified production.	
PO 105. Work cooperatively and follow established safety rules.	PO 205. Implement theatre etiquette in rehearsal and production settings		

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Strand 1: Create

Concept 3: Theatre Technology and Design

Concept Definition: Theatre technology uses craft skills, knowledge of design, equipment and materials to construct the elements necessary for the visual and aural aspects of production which serve the script and the action.

Beginning	Intermediate	Advanced	Distinction
PO 101. Describe and/or document the setting/environment of a story to be dramatized. (e.g. through words, drawings, technical elements)	PO 201. Develop designs that use visual and aural elements to convey environments that clearly support the text .	PO 301. Demonstrate the use of observation from nature, society or research as a means to enhance the script, performance or design .	
PO 102. Establish a playing space and an audience space .	PO 202. Implement technical theatre etiquette in rehearsal and production settings.		
PO 103. Illustrate the use of line, shape, texture, color, space , and balance , to represent the environment of a story.	PO 203. Use available art materials, tools, and/or stock scenery to create and convey props and/or setting (e.g. rehearsal blocks, puppets, curtains, backdrops)	set . PO 303. Design original ground plans and set designs for a variety of dramatic works.	PO403. Implement and build from original ground plans and set designs for a dramatic work.
PO 104. Select/document/arrange materials to create the setting/environment of the story to be dramatized (e.g. props, furniture, costumes, sound).	PO 204. Create floor plans and props.	. PO 304. Design original ground plans and set design elements for a variety of dramatic works	
	PO 205. Construct or locate appropriate props to enhance a scene or production.		

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<div style="text-align: center;"> <h1>Theatre</h1> <h2>Strand 1: Create</h2> <h3>Concept 3: Theatre Technology and Design (page 2)</h3> </div>			
Concept Definition: Theatre technology uses craft skills, knowledge of design , equipment and materials to construct the elements necessary for the visual and aural aspects of production which serve the script and the action .			
Beginning	Intermediate	Advanced	Distinction
	PO 206. Use available lighting sources to enhance formal and informal theatre , film/video, and electronic media productions to create design elements.	PO 306. Design an original lighting plot for a variety of dramatic works.	
	PO 207. Create sound effects and select music to enhance a scene or production.	PO 307. Design an original sound plot for a variety of dramatic works.	
	PO 208. Use available art materials, tools, and resources to convey the characters through costumes , accessories, and make-up design for a scene or production.		
	PO 209. Create costume drawings and/or make-up charts	PO 309. Design original costume renderings and make-up charts for a variety of dramatic works.	
	PO 210. Use standard procedures to efficiently and safely operate tools and equipment for technical aspects of formal and informal theatre , film/video, and electronic media productions.	PO 310. Execute the duties and responsibilities of a crew head and/or crew member to stage a variety of dramatic works.	PO410. Design coherent stage management, promotional and business plans.

Arizona Theatre Standards

<p style="text-align: center;">Theatre Strand 1: Create Concept 3: Theatre Technology and Design (page 3)</p>			
<p>Concept Definition: Theatre technology uses craft skills, knowledge of design, equipment and materials to construct the elements necessary for the visual and aural aspects of production which serve the script and the action.</p>			
Beginning	Intermediate	Advanced	Distinction
	PO 211. Develop technical designs based on design concepts (musical and visual art principles) that meet the requirements of the dramatic work, film/video, and electronic media productions.	PO 311. Design and/or implement technical elements for theatre , film/video, and electronic media productions based on designs from a concept and collaboration with a Director.	PO 411. Collaborate with directors to develop concepts that convey the metaphorical nature of the drama for theatre , film/video, and electronic media productions.
		PO 312. Create and reliably implement production schedules, stage management plans, promotional ideas and business front-of-house procedures for theatre , film/video, and electronic media productions	
		. PO 313. Incorporate the use of technological advances in theatre and other disciplines in creating formal and informal theatre , film/video, and electronic media productions	
		PO 314. Identify and apply the functions and relationships of management in the theatre field.	PO 414. Develop and sustain a portfolio of best works that illuminate and reflect your growth, knowledge and skills as a theatrical technician/designer.

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Theatre Strand 1: Create Concept 4: Playwriting

Concept Definition: Playwriting is the process of conceptualizing, devising, improvising, developing, writing, and revising original written work for **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Identify various sources (e.g. books, family stories nature, imagination, paintings, poetry) for theatrical work.,	PO 201. Adapt a short, non dramatic literary selection into a scripted dramatic format (e.g. folktale, poem, life story)	PO 301. Demonstrate the use of observation from nature, society or research as a means to enhance an original script .	
PO 102. Retell a story including its theme, setting, story line, plot, physical descriptions of the characters, and theme.	PO 202. Dramatize and document scenes using a variety of characters to develop monologues and/or dialogue .	PO302. Write and revise a script based on real life characters and situations that demonstrate an understanding of play structure.	PO402. Write and revise a full length script .
PO 103. Improvise by imitating life experiences, knowledge of literature, social issues and/or historical situations, and create imaginary scenes which include characters, setting and story line.	PO 203 Dramatize and document scenes based on life experiences using a variety of conflicts to create resolution to the story.	PO303. Create a script through improvisation and devised scenes based on personal experience, heritage, imagination, literature, and/or history.	PO403. Develop and sustain a portfolio of best works that illuminate and reflect growth and knowledge as a Playwright.
PO 104. Create original, brief stories through improvisation that include a story line characters .	PO 204. Dramatize and document, both individually and in groups, scenarios that develop theme, plot, conflict and dialogue .	PO 304. Collaborate as a playwright with a director, actors, and designers to develop original scripts for formal and informal theatre and electronic media productions.	PO404. Compare and integrate art forms by analyzing traditional theatre , dance, music, visual arts and other art forms.
PO 105. Describe or illustrate recalled sensory experiences to create characters and plot .		PO 305. Demonstrate an understanding of the duties and responsibilities of a Dramaturge .	PO405. Execute the duties and responsibilities of a dramaturge .

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<div style="text-align: center;"> Theatre Strand 1: Create Concept 5: Directing </div>			
Concept Definition: Directing is the process of conceptualizing, organizing and leading a collaborative process with the intent of performance .			
Beginning	Intermediate	Advanced	Distinction
PO 101. Lead peers in warm-ups and theatre games.	PO 201. Analyze dramatic text (e.g., folktale, myths, poetry, narrative, monologue , scene , play , etc.) to develop an informal performance describing character motivations , structure of the story, and the role of the environment in the story.	PO 301. Analyze dramatic text to develop a directorial concept.	PO 401. Develop and sustain a portfolio of best works that illuminate and reflect growth and knowledge as a Director.
PO 102. Demonstrate leadership skills in small group work.	PO 202. Develop an understanding of how actors' qualities and skills are considered when casting various characters or roles .	PO 302. Conduct auditions cast actors, discuss theme and rehearse dramatic text for presentation/performance.	PO402. Problem solve independently and collaboratively during the rehearsal and production processes.
PO 103. Lead small groups in planning a scene and rehearsing the scene for in-class performance .	PO 203. Make directorial decisions about group work and informal dramatic presentations (e.g. including movement , voice , etc.).	PO 303. Collaborate, as a director, with designers and actors to develop aesthetically unified production concepts for informal production.	PO403. Develop multiple interpretations and production choices and choose those that are most interesting and feasible.
		PO 304. Conduct rehearsals demonstrating a variety of directorial methods.	PO 404. Conduct rehearsals demonstrating a variety of directorial methods leading to a public or filmed performance .
		PO 305. Demonstrate the use of observation from nature, society or research as a means to enhance the script , performance or design .	

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Theatre Strand 1: Create Concept 5: Directing (page 2)

Concept Definition: Directing is the process of conceptualizing, organizing and leading a collaborative process with the intent of **performance**.

Beginning	Intermediate	Advanced	Distinction
PO106. Conduct exercises for actors in sensory recall.	PO 206. Provide actor warm-ups that help them develop sensory recall as is needed or as a means of accessing their character .	PO 306. Use sensory recall as a Director to create a production concept.	
PO107. Develop and understanding and discuss the role of the director in the production process.	PO 207. Implement theatre etiquette as a director in rehearsal and production settings .	PO 307. Execute the duties of a Dramaturge .	PO308. Develop and direct a final theatre production.

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Theatre Strand 2: Relate Concept 1: Collaboration

Concept Definition: **form** Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to reach consensus that form theatrical art.

Beginning	Intermediate	Advanced	Distinction
PO 101. Describe, illustrate and/or implement how the use of collaboration affects daily life and different environments .	PO 201. Identify social issues and individual attitudes that promote or impede the collaborative process.		
	PO 202. Discuss and implement the skills that address the social issues in the collaborative process in an informal production and other school related projects (e.g. accept leader, follower roles , how to negotiate differences of ideas).	PO 302. Apply the skills that address the social issues in the collaborative process in formal productions (e.g. accept leader/follower roles , negotiate differences of concepts) and relate to the skills needed in the professional world.	PO 402. Show exceptional leadership skills in the collaborative process.
	PO 203. Discuss how participation in theatre benefits other life skills and other content areas.	PO 403. Execute duties and responsibilities of a Dramaturge .	

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Theatre Strand 2: Relate Concept 2: Acting

Concept Definition: Acting is the process and art of representing a **character** in the classroom, on **stage** or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Describe how the characters in a situation might be similar to or different from a real life experience.	PO201. Using self evaluation and reflection, determine the influences of creative work on the individual and his/her community.		
PO 102. Describe how place and time affect characters and story in class improvisations , scripts , and productions of theatre and/or other media.	PO 203. Analyze the emotional and social impact (e.g. historical and contemporary) of performances in their lives and the lives of others.	PO 302. Analyze the effect of theatre and media on the mores and politics of current and past cultures.	
PO103 Identify current and historical periods and cultures in dramatic scenes , scripts , informal and formal productions (e.g. Western/Eastern Traditions).	PO 203. Analyze the historical, cultural effects on the characters and story of a dramatic concept, class improvisation , and theatre or other media production.	PO 303. Interpret characters representing various historical periods and cultures revealing similar needs and motivations and apply the conditions of their time and place.	
PO 104. Demonstrate how interrelated conditions (time, place, other characters , and the situation) influence the characters and stories in informal productions of theatre , film/videos, and electronic media .	PO 104. Demonstrate how interrelated conditions (time, place, other characters , and the situation) influence the characters and stories in formal productions of theatre , film/videos, and electronic media .	PO 304. Analyze the influential effects of theatre and media on contemporary, historic, social and political life.	PO404. Analyze context by understanding the role of theatre , film, television and electronic media in the community and in other cultures.

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Theatre Strand 2: Relate Concept 2: Acting (page 2)

Concept Definition:

Beginning	Intermediate	Advanced	Distinction
PO105. Infer a character's motivations and emotions and predict future action .	PO 205. Analyze the effects of their own cultural experiences on their dramatic work.	PO 305. Research, analyze and present career options in theatre , film and/or other media.	
	PO207. Explain how one's own behavior might change in response to a performance (e.g. drugs or alcohol abuse, criminal behavior, friendship or family relationships, etc.)	PO 307. Execute the duties and responsibilities of a Dramaturge .	

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Theatre

Strand 2: Relate

Concept 3: Theatre Technology and Design

Concept Definition: Theatre technology uses craft skills, knowledge of design, equipment and materials to construct the elements necessary for the visual and aural aspects of production which serve the script and the action.

Beginning	Intermediate	Advanced	Distinction
PO 101. Compare and contrast the historic setting , culture, and geography of a story influence and affect the visual/aural representation of it in a classroom, on stage , or in media.	PO 201. Research historical and cultural influences from a variety of resources (e.g. text , library, artifact, internet etc) to implement with credible design choices.	PO 301. Research and describe appropriate historical and contemporary production designs from a variety of dramatic works for formal and informal theatre , film/video, and electronic media productions.	PO 401. Present a portfolio of best works that illuminate and reflect your growth, knowledge and skills as a theatrical technician/designer.
PO 102. Identify and explain the historical and cultural influences on the visual/aural elements from a variety of works for dramatizations (e.g. fairy tales, books, plays).	PO 202. Compare and contrast how nature, social life, and visual art practices and products influences and affect design choices for theatre , film/television and electronic media productions in the past and the present.		
		PO 302. Analyze a variety of dramatic texts from cultural and historical perspectives to determine production requirements.	
	PO 203. Analyze a variety of dramatic works for artistic (e.g. color, style , line, texture , etc.) and technical requirements influenced by historical and cultural influences	PO 303. Research, justify and illustrate historical, cultural, and symbolic images/ sound choices to interpret a variety of dramatic works for productions.	PO 403. Analyze the effect of technical theatre and media on the mores and politics of current and past cultures.

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<p style="text-align: center;">Theatre Strand 2: Relate Concept 3: Theatre Technology and Design (page 2)</p>			
<p>Concept Definition: Theatre technology uses craft skills, knowledge of design, equipment and materials to construct the elements necessary for the visual and aural aspects of production which serve the script and the action. theatredesign</p>			
Beginning	Intermediate	Advanced	Distinction
		PO 304. Research, analyze and present technical career options in theatre , film/video, and electronic media productions.	
		PO 305. Execute the duties and responsibilities of a dramaturge .	
		PO 306. Identify and explain the effect technological and scientific advances have had on design and production in theatre , film/videos, and electronic media productions	PO 406. Assess available theatre technology and design careers, and evaluate and reflect on the probability of personal choices and success as a theatre , film, or other media professional.
			PO 407. Present a portfolio of best works that illuminate and reflect your growth, knowledge and skills as a theatrical technician/ designer .

Arizona Theatre Standards

Theatre Strand 2: Relate Concept 4: Playwriting

Concept Definition: **stage** Playwriting is the process of conceptualizing devising, improvising, developing, writing, and revising original written work for **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Read and analyze stories and short plays from a variety of cultures and historical periods to identify their essential playwriting elements (e.g. storyline, conflict , characters , theme).	PO 201. Demonstrate and identify a character 's wants and needs, and physical, emotional, and social qualities based on historical and cultural influences	PO 301. Compare how similar ideas and dramatic elements (e.g. the protagonist, monologue) are treated in dramas and styles from various cultural and historic periods.	PO401. Justify by researching, evaluating and utilizing cultural and historical information to support artistic choices
PO 102. Determine how place, time, and social and cultural conditions affect characters and the story line in class improvisations , scripts and productions of theatre and/or other media (e.g. through discussion and). c		PO302. Research a variety of sources to enrich the understanding and developments of original characters and analyze a playwright's cultural background influences his/her character choices.	PO 402. Develop and sustain a portfolio of best works that illuminate and reflect growth and knowledge as a playwright.
PO 103. Describe how a character 's motivation and emotions can predict future action or the resolution to a conflict in the story.	PO 203 PO 203. Research and identify contemporary social issues that can be explored through classroom improvisation.	PO 303. Demonstrate and understand the duties and responsibilities of a Dramaturge .	PO 403. Execute the duties and responsibilities of a Dramaturge .
PO 104. Discuss story themes , plot , characters , dialogue and actions and how they compare/contrast to life situations.	PO 204. Discuss a class improvisation or performance's story-lines, characters , dialog and actions and how they relate to real life situations.	PO 304. Analyze the effect of theatre and media on the mores and politics of current and past cultures.	

Arizona Theatre Standards

Theatre **Strand 2: Relate** **Concept 4: Playwriting (page 2)**

Concept Definition: **stage Playwriting** is the process of conceptualizing devising, improvising, developing, writing, and revising original written work for **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
PO 105. Identify current and historical periods and cultures in dramatic scenes , scripts , informal and formal productions . (e.g. Western/Eastern Traditions)	PO 205. Compare how similar themes are treated in drama of different genres and styles from various cultural and historical periods.	PO 305. Read and analyze classic works and a variety of play scripts to develop an organized written or oral presentation.	
PO 106. Describe how place and time affect characters and story in class improvisations , scripts , and productions of theatre and/or other media.	PO 206. Analyze the historical, cultural effects on the characters and story of a dramatic concept, class improvisation , and theatre or other media production.	PO 306. compare and contrast the style , structure, and impact of various playwrights .	

Arizona Theatre Standards

<p style="text-align: center;">Theatre Strand 2: Relate Concept 5: Directing</p>			
Concept Definition: Directing is the process of conceptualizing, organizing and leading a collaborative process with the intent of performance .			
Beginning	Intermediate	Advanced	Distinction
PO 101. Identify and explain the influence of time and place (history and environment) on the characters and the story to be dramatized.	PO 201. Research and use cultural, historical and symbolic clues to develop an interpretation for visual sound /aural production choices.	PO 301. Research the playwright, past performances and current issues to develop a concept for informal and formal presentations.	PO 404. Analyze the effect of theatre and media on the values and politics of current and past cultures.
PO 102. Using a variety of sources (e.g. pictures, music, poetry, texts , library, artifacts etc) to research the characters , story, and environment for a dramatization .	PO 202. Present selected information from research to the ensemble to support the production process.	PO 302. Identify and compare the lives, works and influences of representative theatre artists in several cultures and historical periods. (e.g. multicultural/multiethnic, classical , modern, contemporary)	PO402. Incorporate other art forms into a production by comparing their usefulness as elements of presentation for theatre .
PO 103. Evaluate the research materials for appropriateness and usefulness to support character , story development and design .	PO 203. Analyze the effects of their own cultural experiences on their dramatic work.	PO 303. Identify and compare various directorial philosophies, methods and processes.	PO 403. Develop and sustain a portfolio of best works that illuminate and reflect growth and knowledge as a Director.
PO 104. Identify and explain the roles of the different artists in theatre (playwright, actor, designer/technician, director).	PO 204. Analyze the historical, cultural effects on the characters and story of a dramatic concept, class improvisation , and theatre or other media production.	PO304. Explain the roles and interrelated responsibilities of the various personnel involved in theatre , film, television and electronic media.	PO 404. Research, analyze and present career options for directors in theatre , film/video, and electronic media productions
PO 105. Identify current and historical periods and cultures in dramatic scenes , scripts , informal and formal productions . (e.g. Western/Eastern Traditions)		PO 305. Identify and examine the duties of a Dramaturge .	PO405. Execute the duties of a Dramaturge .

Arizona Theatre Standards

Theatre Strand 3: Evaluate Concept 1: Collaboration

Concept Definition: Collaboration includes working jointly, cooperating, negotiating, and articulating ideas to reach consensus that form theatrical art.

Beginning	Intermediate	Advanced	Distinction
PO 101. Demonstrate the ways in which the group participated in the collaborative process.	PO 201. Model and use appropriate ways to give, take and use praise and constructive criticism .	PO 301. Evaluate the results of implemented suggestions, ideas, concepts generated in the collaborative process.	PO 401. Demonstr ates exceptional skills in evaluating the collaborative process.
		PO 302. Critique positive and negative outcomes of the collaborative process in a constructive manner.	

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Theatre Strand 3: Evaluate Concept 2: Acting

Concept Definition: Acting is the process and art of representing a **character** in the classroom, on **stage** or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 101. Demonstrate respectful audience behavior.	PO 201. Describe physical and vocal attributes appropriate to the characters in the play in class and professional performances.	PO 301. Analyze and evaluate critical comments about personal dramatic work, explaining which points are most appropriate and insightful to use for further development of the work.	
PO 102. Describe the believable actions and dialogue of improvised characters in classroom scenes .	PO 202. Describe physical concentration and character interaction that advance the plot in class and professional performances.		
PO 103. Identify and describe the characters , environment and story elements in a variety of written and performed events .	PO 203. Evaluate a role by responding, and deconstructing deeper meaning of the text and character .	PO 303. Analyze the development of dramatic forms and theatrical traditions across cultures and historical periods. (e.g. Theatre History)	PO 403. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues and report in an organized oral or written presentation
PO 104. Justify the perception of a performance and critic its production elements.	PO 204. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre or media productions.	PO 304. Develop criteria for evaluating formal and informal theatre , film/video, and electronic media productions.	

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Theatre Strand 3: Evaluate Concept 2: Acting (page 2)

Concept Definition: Acting is the process and art of representing a **character** in the classroom, on **stage** or in other media.

Beginning	Intermediate	Advanced	Distinction
PO 105. Evaluate and justify, with examples, the meaning they construct from a dramatic text or performance relating to their daily life.	PO 205. Use developed criteria to interpret dramatic text and performances in an organized oral or written presentation.	PO 305. Using developed criteria, evaluate formal and informal theatre , film/video, and electronic media productions.	PO 405. Analyze the development of dramatic forms , production practices, and theatrical theatre , film/video, and electronic media productions and report in an organized oral or written presentation.
		PO 306. Assess the different careers, evaluate and reflect on the probability of personal choices as a theatre , film or other media professional.	

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Theatre

Strand 3: Evaluate

Concept 3: Theatre Technology and Design

Concept Definition **design Theatre technology** uses craft skills, knowledge of **design**, equipment and materials to construct the elements necessary for the visual and aural aspects of production which serve the **script** and the **action**.

Beginning	Intermediate	Advanced	Distinction
PO 101. Evaluate the playing space and setting used for a variety of dramatic works, classroom scenes , informal or formal productions	PO 201. Evaluate how the historical and cultural influences of technical elements affect a variety of performed dramatic works.		
PO 102. Evaluate the playing space and setting used for a variety of dramatic works, classroom scenes , informal or formal productions .	PO 202. Develop criteria to evaluate technical elements for formal and informal theatre , film/video, and electronic media productions	PO 302. Evaluate their own and their peers' usage of theatre etiquette.	
PO 103. Evaluate how line, shape, texture , color, space , balance , and/or pattern help illustrate the environment of a story.			
PO 104. Evaluate the environment of setting , lights, sound costumes and props of a variety of performed dramatic works to determine the mood and meaning of the story.	PO 204. Evaluate and interpret technical elements of a variety of performed dramatic works including theatre , film/video, and electronic media productions.	PO 304. Evaluate the implementation of production schedules, stage management plans, promotional ideas and business front-of-house procedures for theatre , film/video, and/or electronic media productions	
PO 105. Evaluate the environment for safety issues that may effect the production.	PO 205. Evaluate their own and their peers execution of duties and responsibilities on a technical crew.		

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Theatre Strand 3: Evaluate

Concept 3: Theatre Technology and Design (page 2)

Concept Definition: **Theatre technology** uses craft skills, knowledge of **design**, equipment and materials to construct the elements necessary for the visual and aural aspects of production which serve the **script** and the **action**.

Beginning	Intermediate	Advanced	Distinction
PO 106. Evaluate the environment for safety issues that may effect the production.		PO306. Evaluate their own and their peers efficiency and effectiveness of safety issues, execution of duties, and responsibilities on a technical crew.	
PO 107. Evaluate the environment of setting , lights, sound costumes and props of a variety of performed dramatic works to determine the mood and meaning of the story.	PO 207. Evaluate and interpret technical elements of a variety of performed dramatic works including theatre , film/video, and electronic media productions.	PO 307. Evaluate the implementation of production schedules, stage management plans, promotional ideas and business front-of-house procedures for theatre , film/video, and/or electronic media productions	PO 407. Evaluate the collaboration process with directors to develop concepts that convey the metaphorical nature of the drama for theatre , film/video, and electronic media productions.
		PO 308. Evaluate the technical design elements for formal and informal theatre , film/video, and electronic media productions based on concept and collaboration with the director.	PO408.. Evaluate and revise their own design choices based on feedback from a director.
		PO 309. Assess the different careers and evaluate the probability of personal choice as a professional in theatre , film/video, and electronic media productions.	
			PO 410. Evaluate their own and their peers portfolio of best works that illuminate and reflect your growth, knowledge and skills as a theatrical technician/ designer .

Arizona Theatre Standards

Theatre Strand 3: Evaluate Concept 4: Playwriting

Concept Definition: Playwriting is the process of conceptualizing devising, improvising, developing, writing, and revising original written work for **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
Demonstrate (move to collaboration) PO 101 Recall and evaluate the story-line of a class improvisation or performance .	PO201. Develop criteria to analyze, interpret, and evaluate a play script (e.g. structure, language, characters).	PO301. Evaluate the overall artistic merit of written dramatic work by oneself and others.	
PO 102. Recall and evaluate the character's actions in a class improvisation or performance .	PO202. Describe how the setting , story-line, and characters are interrelated in scenarios and scripts .	PO302. Analyze and evaluate constructive criticism about personal work, explaining which points are appropriate for further development of the work.	PO 402. Develop and sustain a portfolio of best works that illuminate and reflect growth and knowledge as a playwright.
PO 103. Describe how plot , character , and environment are related to their personal dramas and in plays , film/video, and electronic media .	PO 203. Use developed criterion to analyze a variety of dramatic works (e.g. formal and informal theatre , film/video, and electronic media productions) according to style , genre , dramatic elements, and characters .	PO 303. Analyze and evaluate constructive criticism about a script identifying playwriting elements employed by the writer.	PO 403. Analyze and create a written critique of a contemporary scripted play or production focusing on the qualities of the script .
PO 104. Identify by genre a dramatic concept, script , classroom or formal production .	PO 204. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre or media productions.	PO 304. Identify and explain symbols and deconstruct social and literary illusions in text and productions, and report in an organized and/or written presentation.	PO 404. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues and report in an organized oral or written presentation

Arizona Theatre Standards

Theatre Strand 3: Evaluate Concept 4: Playwriting (page 2)

Concept Definition: Playwriting is the process of conceptualizing devising, improvising, developing, writing, and revising original written work for **stage** and other media.

Beginning	Intermediate	Advanced	Distinction
PO 105. Identify and describe the characters, environment and story elements in a variety of written and performed events.	PO 205. Use developed criteria to interpret dramatic text and performances in an organized oral or written presentation.	PO305. Identify by genre a dramatic script , classroom improvisation or formal production	
	PO 206. Justify the perception of a performance and critique its production elements.	PO 306. Analyze the development of forms , production practices, and theatrical theatre , film/video, and electronic media productions and report in an organized oral or written presentation.	
	PO207. Evaluate and justify, with examples, the meaning they construct from a dramatic text or performance relating to their daily life.		

Arizona Theatre Standards

Theatre Strand 3: Evaluate Concept 5: Directing

Concept Definition: Directing is the process of conceptualizing, organizing and leading a collaborative process with the intent of **performance**.

Beginning	Intermediate	Advanced	Distinction
PO 101. Explain and justify the basic elements of a dramatic text (e.g. problem/solution, beginning, middle and end, characters and environment) and performance essentials (e.g. visibility and audibility of actors, appropriateness of setting).	PO 201. Explain and justify personal criteria for evaluating the basic elements of text , acting, and production values in their work and the work of others.	PO 301. Develop criteria for analyzing and evaluating the script , acting design , and direction, as a unified production based on artistic choices in traditional theatre , film/video, and electronic media productions.	PO 401. Describe and analyze the effect of publicity, study guides, programs and physical environment on audience response and appreciation of dramatic productions.
PO 102. Explain and justify personal preferences for specific elements and/or moments in dramatizations .	PO 202. Develop and articulate criteria to analyze, interpret, and evaluate classroom, informal and formal theatre or media productions.	PO 302. Using developed criteria, evaluate the directorial process.	PO 402. Develop and sustain a portfolio of best works that illuminate and reflect growth and knowledge as a Director.
PO 103. Identify and describe the characters , environment and story elements in a variety of written and performed events.	PO 203. Use their criteria to interpret dramatic text and performances in an organized oral or written presentation.		
	PO 204. Evaluate and justify, with examples, the meaning they construct from a dramatic text or performance relating to their daily life.	PO 304. Using self-reflecting practices, determine the influences of directorial work on the individual and his/her community.	PO 404. Construct social meanings from classroom and formal productions from a variety of cultural and historical periods, and relate to current personal, national and international issues and report in an organized oral or written presentation.

Arizona Theatre Standards

Theatre

Strand 3: Evaluate

Concept 5: Directing (page 2)

Concept Definition: Directing is the process of conceptualizing, organizing and leading a collaborative process with the intent of **performance**.

Beginning	Intermediate	Advanced	Distinction
	PO 105. Justify the director's concept of a performance and critique its production elements	PO 305. Identify and explain symbols and deconstruct social and literary illusions in text and productions, and report in an organized and/or written presentation.	
		PO 306. Analyze the development of dramatic forms , production practices, and theatrical theatre , film/video, and electronic media productions and report in an organized oral or written presentation.	PO406. Compare and contrast the directorial styles of a minimum of two directors that work in the same media.
		PO 307. Assess the different careers and evaluate the probability of personal choice as a theatre , film/video, or electronic media director.	

Arizona Theatre Standards

Arizona Theatre Standards Glossary of Terms

- Abstract** – Not representational. Removed from the representative, yet retaining the essence of the original.
- Acting skills** - the use of voice, movement, focus and characterization
- Action** - events/incidents within the play/story that move the plot along;
- Aesthetics** - A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.
- Aesthetic Criteria** - Criteria developed about the visual, aural and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning
- Aesthetic Qualities** - The perceptual aspects, emotional values and cognitive meanings derived from interpreting a work of art; the symbolic nature of art
- Articulation** - the clear and precise pronunciation of words using the articulators (e.g. lips, teeth, tongue, soft palette, hard palette, throat.)
- Articulation** - the clear and precise pronunciation of words
- Artistic Choices** - Selections made by artists about situation, action, direction and design in order to convey meaning.
- Audition** - a tryout for a theatrical position; the place where the audience sits
- Balance** - arrangement of design elements and actors to create visual stability on stage
- Blocking** - the coordination of the actors movements within the space (stage)
- Business** - movements made to make use of props, costumes and make-up to strengthen the personality of a character the actor is portraying
- Character** - the "who" in a scene, play or story which can be a person, creature, or thing, real or imagined
- Character development (characterization)** - putting together all parts of the character to create a believable person on stage
- Classical** - A dramatic form and production technique(s) considered of significance in earlier times, in any culture or historical period.
- Classroom Production** - The exploration of all aspects (e.g., visual, oral, aural) of a dramatic work in a classroom setting where experimentation is emphasized. Classmates and teachers are the usual audience.
- Conflict** - a struggle between two or more opposing forces, events, ideas, characters in a scene or play.
- Constructed Meaning** - The personal understanding of dramatic/artistic intentions and actions and their social and personal significance, selected and organized from the aural, oral and visual symbols of a dramatic production.
- Costumes** - an actor's clothing used to create a character
- Costumes** - the clothing an actor wears to create a character
- Criticism** - Describing and evaluating the media, processes and meanings of works, and making positive and/or comparative judgments.
- Design** – purposeful plan for the spectacle of a play (i.e. costumes, set, props, lighting, sound)
- Dialogue** - words spoken by characters to express thoughts, emotions and actions
- Diaphragmatic breathing** - breathing from the diaphragm, which is a muscle in the torso
- Diction** - style of speech as dependent on choice of words
- Director's Concept**-A vision inspired by the playwright, developed by the director, that provides an overall style to the production.
- Drama** - a literary composition (a play) intended for a performance before an audience
- Dramatization** - The art of composing, writing, acting or producing plays.
- Dramatic Media** - Means of telling stories by way of stage, film, television, radio, laser discs or other electronic media.

Arizona Theatre Standards

Dramaturge- a literary editor on the staff of a theatre who provides analysis, research and sharing of information with directors, actors and production teams.

Dramaturge- the theory and practice of dramatic composition.

Electronic Media - Means of communication characterized by the use of technology including (but not limited to) computers, multimedia, CD-ROM, MIDI, sound boards, light boards, virtual reality, video, film. Used as tools to create, learn, explain, document, analyze.

Elements of theatre - action, character, conflict, design, dialogue, plot, setting, and theme

Ensemble - a group of actors working together cooperatively and responsibly to help themselves and each other achieve the group goal

Enunciation - the clear and precise pronunciation of words, letters, and sounds.

Environment - Physical surroundings that establish place, time, and atmosphere/mood; physical conditions that reflect and affect the emotions, thoughts, and actions of characters and the audience.

Event - something that happens at a certain place and time

Expression - the way words are said to show feeling

Expression - how the character says words to show feeling

Facial Expression - movements of the face that show feelings or ideas

Focus (1) - the intended point of interest on stage; —the actor's ability to concentrate and keep attention fixed on the matter at hand

Folk - Work created and performed by a specific group within a culture. Generally these works originated outside the courts or circle of power within a society.

Form - The structural organization of a drama (e.g., plot sequence; logical, realistic use of character and time/non-realistic use of character and time.

Formal Production - The staging of a dramatic work for presentation for an audience.

Front of House - Box office and lobby (i.e., business services).

Genre - A type or category of dramatic literature (e.g., comedy, tragedy, melodrama, farce, serious drama).

Gesture - the expressive movement of the hands and/or legs that communicates character

Given circumstance - the information given in the text by the playwright concerning character, setting, and relationships

Improvisation - spontaneous use of movement and speech to create a character or an object in a particular situation

Improvisational theatre - a structured, yet non-scripted (without words) action or play

Informal production- small performances that demonstrate understanding of the specific content or material learned.

Inflection/pitch - the use of high and low sounds in speech

Lighting - using a variety of lights to illuminate the actors and sets on stage

Make-up - using cosmetics to the face and body to enhance character

Mime - a form of theatre that employees pantomime that can include music, sounds, costumes and make-up

Monologue - a scene for an actor speaking alone

Monologue - a speech within a play delivered by a single actor alone on stage

Motivation - What a character wants and why.

Arizona Theatre Standards

- Movement** - physical action used to establish meaning and express and create character including:
- facial expression** – movements of the face that show feelings or ideas
 - gestures** - a movement of the hands, arms, and/or legs that communicates character
 - blocking** - the coordination of the actors' movements within the space (stage)
 - whole-body movements** - locomotive and non-locomotive use of the body that is not part of blocking
 - posture/stance** - the position of the limbs and the carriage of the body as a whole
- Objective** - the character's wants, needs, and desires as found in the text
- Obstacle** - what stands in the way of the character achieving his/her objectives
- Pantomime** - communication using movement without speech
- Performance** - presenting a play for an audience
- Phrasing** - the use of punctuation, pause, and word or phrase emphasis to create meaning and emotion
- Play** - a form of writing intended for live performance
- Plot** - the story behind the play that includes exposition, inciting incident, rising action, climax and resolution of a conflict
- props/properties - objects used by an actor on stage including furniture
- Principles of Design** - Underlying characteristics in the visual arts and theatrical design, such as reception, balance, emphasis, contrast and unity.
- Projection/volume** - using appropriate loud and soft sounds as a character
- Range** - The scope or extent of one's abilities in movement, technique, etc.
- Rate** - how slowly and quickly words are spoken
- Rehearsal** - the period of time used to prepare a play for performance of an audience
- Resonance** - fullness of voice created by vocal vibrations
- Role** - The characteristic and expected social behavior of an individual in a given position (e.g., mother, employer). Role portrayal is likely to be more predictable and one-dimensional than character portrayal (see characterization) and is appropriate for early improvisation exercises.
- Scene** - a small segment of a play usually taking place in one time and one setting
- Script** - The written dialogue, description and directions provided by the playwright.
- Set** - the on-stage space and its structures (scenery) in which the actors perform that represents the location of the play
- Setting** - the time and place in which the scene occurs
- Sound** - the process of using music, audio effects and reinforcement to enhance setting and mood
- Space** - The performance area used by an individual or ensemble.
- Stage** - the place where the actors perform
- Strategy (tactics)** - the possible ways the character can overcome obstacles
- Style** – the distinctive character or technique of an individual artist, group, or period
- Style/genre** - the particular characteristics of a historical period or culture
- Symbol** - An image, object, sound or movement that stands for or represents something else.
- Technology** - Electronic media (e.g., video, computers, compact discs, lasers, audio tape, satellite equipment) used as tools to create, learn, explain, document, analyze, or present artistic work or information.
- Technical design** - the plan for costumes, set, props, lighting, sound, make-up and special effects in the production.
- Tempo** - The rate of speed at which a performance or elements of a performance occur
- Tension** - The atmosphere created by unresolved, disquieting or inharmonious situations that human beings feel compelled to address.
- Text** - The basis of dramatic activity and performance; a written script or an agreed-upon structure and content for improvisation.

Arizona Theatre Standards

Theater - the place where plays are presented to an audience

Theatre/Literacy - The ability to create, perform, perceive, analyze, critique and understand dramatic performances.

Theme - central idea of a play that is revealed to the audience

Vocal placement – resonating the voice in different parts of the body e.g. chest, head, nose.

Voice - an actor's use of articulation, projection, expression, inflection, and rate to create a character.

Warm-Up - Movements and/or movement phrases designed to raise the core body temperature and bring the mind into focus for the activities to follow.